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RUSSIAN APPLICANTS' HIGHER EDUCATION CHOICES AND
THE IMPLICATIONS FOR THE RECRUITMENT PROCESS AT
KARELIA UNIVERSITY OF APPLIED SCIENCES

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Title Russian Applicants' Higher Education Choices and the Implications for the Recruitment Process at Karelia University of Applied Sciences Commissioned by Karelia UAS

Abstract This paper examines Russian applicants' trends in choices of higher education institutes (HEIs), identifies behavioural patterns and suggests possible strategies for increasing the number of Russian applicants at Karelia University of Applied Sciences. The necessity for this research arose from the decline in the inbound mobility of Russian students to Finland, caused mostly by the tuition fee that every non-EU student applying to Finnish HEIs for English-taught Bachelor's or Master's degree programs is obliged to pay. The thesis is commissioned by Karelia University of Applied Sciences (UAS). The theoretical part of the study consists of analysis of the consumer decision making process, HEIs choice models, a push-pull model and the segmentation targeting and positioning (STP) model. The empirical part is based on a qualitative research, which includes semi-structured interviews with 15 first year Russian students who have attended Finnish Universities of Applied Sciences after the introduction of the tuition fee, structured interviews with 70 high school Russian students and a semi-structured interview with the quality coordinator of Karelia UAS. The results of the research show that Russian applicants can be grouped into several segments based on their motivation and willingness to pay the fee. Each segment requires various targeting strategies in order to attract them. However, not all of them are a suitable match with Karelia UAS. Thus, it is recommended to focus on attracting specific groups of students and ensure them with high quality education, an improved tuition and scholarship system, good employability after graduation, and opportunities for professional development. Karelia UAS should provide prospect students with all the necessary requirements and show that attending this UAS is a profitable investment for their future careers.

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Keywords Consumer decision making process, HEIs choice models, Karelia UAS, Segmentation targeting and positioning, Push-pull model, Recruitment, Russian applicants.

Contents

APPENDICES

1   INTRODUCTION

After the tuition fee policy for non-EU student applying to Finnish higher education institutes (HEIs) for English-taught Bachelor's or Master's degree programs in Finland came into force, Karelia University of Applied Sciences (UAS) has faced a great decline (by 50%) in number of Russian applicants for English-taught program (43 applicants in 2015; 22 applicants in 2017). Moreover, there was only one Russian student enrolled for the degree of International Business in 2017. However, this person could not attend the university. This figure is 93% smaller than the number of Russian students (15) enrolled to Karelia UAS for the degree of International Business in 2015. Because of this development, Karelia UAS proposed conducting a research about Russian applicants' decision making process regarding which HEI to attend. This study is aimed at identifying the needs and wants of prospective students in order to attract more applicants and build strong relationships with them.

1.1   Thesis objectives and research questions

The research increases the knowledge of motives and possibilities of Russian students when they apply to HEIs. Understanding the variety of behavioural patterns helps to evaluate them in terms of compatibility with the HEI, to concentrate on suitable ones and develop strategies of attracting them. This will help to create value for prospective students and build relationships with them for mutual benefit.

The main objective of the research is to identify segments that match with Karelia UAS and suggest possible operational improvements that could be taken in order to increase the number of Russian applicants to Karelia UAS. This study could also be applicable on a larger scale, as other Finnish HEIs can learn from it.

The thesis tries to answer the following questions:

- What are the developments in educational sphere in Russian Federation and Finland?

- What are the priorities of Russian applicants in decision making process between institutes and degrees of higher education?

- What are the possible strategies for targeting market segments? Which of those strategies could be the most beneficial in short- and long-term for Karelia UAS?

1.2   Research Design

The theoretical framework of the study consists of an analysis of the consumer decision-making process, HEIs choice models, the push and pull model and the segmentation targeting and positioning (STP) model. The empirical part is formulated with a qualitative research, which includes semi-structured interviews with 15 first-year Russian students who have attended Finnish Universities of Applied Sciences after the introduction of the tuition fee, structured interviews with 70 high school Russian students and a semi-structured interview with the quality coordinator of Karelia UAS, Mikko Penttinen. Both written notes and voice recordings have been taken during all of the conducted interviews.

The first data gathering was implemented in March 2018 among 15 first-year Russian students who have attended Finnish Universities of Applied Sciences after the introduction of tuition fee. The method of semi-structured interviews was one in which interviewees have answered open-ended questions. The list of questions can be found in the Appendix 1.

Russian teenagers who wish to study abroad usually attend language schools in order to improve their skills and get assistance in application process. That is

why the second stage of the research was visiting private language schools in Saint-Petersburg and Petrozavodsk (major target cities of Karelia UAS) and conducting structured interviews with students (70 altogether). In order to acquire more respondents, written questionnaires were designed with the same questions as those for structured interviews. Before conducting the survey, two Karelia UAS staff members (student recruiting designer Tarja Tuononen and lecturer Riitta Hyttinen) have reviewed the questions in order to give feedback on structure and formulation. The questionnaire can be found in Appendix 2.

The final step of data collection was an interview with Mikko Penttinen, the quality coordinator at Karelia UAS. The purpose of the interview was to collect data regarding students' performance impact on the revenue of Karelia UAS that comes from various sources of finance (mainly from the Ministry of Education). Therefore the semi-structured interview method was chosen. The list of topics discussed with Mikko Penttinen can be found in Appendix 3.

2   RESEARCH BACKGROUND

This chapter is divided into four parts. The first two sections discuss the developments in educational sphere in Russian Federation and in Finland. The following one compares English-taught Bachelor degrees offered by Karelia UAS and its main competitors. The fourth part briefly describes the operations of Karelia University of Applied Sciences.

2.1   Higher educational developments in Russian Federation in the 21st century

According to the Federal State Statistics Service the population of the age group (15-19 years old) in 2016 has decreased by 47% compared to 2002 and

it was 6 731 000 (Federal State Statistics Service 2018). At the same time, according to research made by the National Research University Higher School of Economics during the period of fourteen years (2000/01 - 2014/15) the number of annual secondary school graduates in the Russian Federation has declined by about 50%, from 1.46 million to 701 thousand graduates. Furthermore, the figures representing the student enrolments to tertiary education institutes starting from year 2008/09 (7.5 million) have also dropped by two million in 2014/2015 and are expected to decrease again by one million by the end of 2021. (Education in Figures 2016.)

The reduction of student enrolments has caused a rivalry between higher education institutes and resulted in a decline in the number of HEIs in the Russian Federation. In 2012, the Russian government initiated several reforms that were intended to close or merge tertiary education institutes (ICEF Monitor 2014); by 2017 the number of institutes has dropped by 14%, from 1046 in 2012/13 to 896 accredited higher institutes in 2016. (Education in Figures 2016.)

On 28 December 2013 the Presidential Decree № 967 "On measures to strengthen the human resource capacity of the Russian Federation" was signed. This decree established the program implementation of social support for Russian citizens, who are self-admitted to the leading foreign educational institutes with the quality of training that corresponds to the best world standards. In addition, this program offers participants an opportunity to get work placement from the field and level of the received qualification in the Russian Federation. Subsequently, the program was approved in Resolution 568 of the Government of the Russian Federation on 20 June 2014. The program is called Global Education Programme. (Global Education Programme 2018.)

Global Education Programme (GEP) supports studies in the spheres of science, education, engineering, management and medicine. In addition to tuition fees, this grant covers student's travel expenses, "medical insurance, accommodation, meals and academic literature". This grant is allocated within

the whole period of studies. However, the total grant for one year cannot surpass 2,763,600 Russian rubbles (approximately 37,350 euros). It is important to note that program participants have to come back to Russia after accomplishing the education and get employment based on gained qualification for at least three years. (Global Education Programme 2018.)

The decline of secondary school graduates and educational reforms have coincided with an increase in outbound Russian student mobility. According to research conducted by the Education Department of Government of Moscow, the demand for receiving higher education in United States and United Kingdom has grown by 13% within one year (2016-2017). At the same time, during the period of 2013 and 2016 the number of Russian students that successfully passed the entrance exams to tertiary institutes in Central and Eastern Europe has grown by 50% (Stefanovich 2017). According to the Unesco Institute of Statistics, during 2015, nearly 60 thousand Russian students were studying abroad, which is 0.9% of the total tertiary enrolment in Russia. In 2015 the most popular destinations among Russian tertiary students were Germany (9953), the Czech Republic (5305), the United States (5203), the United Kingdom (4092), France (3648), Finland (2799), Italy (2178) and Canada (1704). (UNESCO Institute of Statistics 2018.)

2.2   Higher educational developments in Finland in the 21st century

On 1 January 2016 a new regulation from Finnish Parliament regarding tuition fees for non-European Union (non-EU) students was introduced. This regulation was not mandatory until 1 August 2017. Since then, any non-EU student applying to Finnish universities for English-taught Bachelor's or Master's degree programs are obliged to pay a tuition fee. The government has set €1500 as the minimum fee level. However, beyond the minimum each university has the right to set the rates and possible scholarship systems itself. (ICEF Monitor 2016.)

This law has caused a decrease in the number of Russian applicants to Finnish Universities of Applied Sciences (UAS). According to Vipunen, within the period

of four years (2015-2018), the total number of Russian applicants to bachelor degrees at Finnish UAS has dropped by 70% (from 834 in 2015 to 250 in 2018). A similar decline can be seen in the number of enrolments of Russians in Finnish UAS (by 68%). (Vipunen 2018.) The number of applicants and enrolments to bachelor degrees at individual Finnish UASs are presented in Appendices 4 and 5.

2.3   Comparison of English taught bachelor degree programmes of HEIs in Eastern Finland

Table 1 illustrates the variety of English taught degree programmes, the tuition fees and scholarships of Karelia University of Applied Sciences (UAS) and its main competitors. As presented in the table, Karelia UAS occupies the fifth place in terms of tuition fee and scholarship systems (after Saimaa UAS, Vaasa UAS, Savonia UAS and Lapland UAS). At the same time, the main competitors of Karelia UAS offer two or more English-taught degrees to their students. International Business is the only English-language degree programme offered at Karelia UAS at the moment.

Nowadays, universities in Eastern Finland (University of Eastern Finland and University of Jyväskylä) do not provide English-taught Bachelor degrees. Nevertheless, Lappeenranta University of Technology (LUT), according to the information on its website will introduce a degree of Technology and Engineering Science in 2019. The data regarding the tuition fee and scholarship amount is not available yet.

Table 1. English taught bachelor degree programmes in Finnish HEIs (Compiled by researcher, Source: UAS pages).

HEI name	Location	Characteristics
Jyväskylä University of Applied Sciences	Jyväskylä	English-taught Bachelor degrees: International Business, International Logistics and Nursing.

(JAMK)		Tuition fee: €8000 per academic year. Scholarship: 50% of the fee per year (55 credits, only for standard study period)
Karelia University of Applied Sciences	Joensuu	English-taught Bachelor degrees: International Business. Tuition fee: €5500 per academic year. Scholarship: 50% of the fee per year (55 credits, only for standard study period).
Lahti University of Applied Sciences (LAMK)	Lahti	English-taught Bachelor degrees: International Business, Business Information Technology and Nursing. Tuition fee: €7900 per academic year. Scholarship: 50% of the fee per year (55 credits, only for standard study period).
Lapland University of Applied Sciences (LAPINAMK)	Rovaniemi	English-taught Bachelor degrees: Business Information Technology, International Business, Nursing and Tourism. Tuition fee: €8000 per academic year. Scholarship: 80% of the fee (€6400) during the first year (accepted to LAPINAMK); 60% of the tuition fee (€4800) from second to forth year (55 credits, only for standard study period).
Saimaa University of Applied Sciences	Lappeenranta	English-taught Bachelor degrees: International Business, Mechanical Engineering and Production Technology, Nursing, Tourism and Hospitality Management. Tuition fee: €4300 per academic year. Scholarship: 100% of the fee per year (55 credits, only for standard study period).

Savonia University of Applied Sciences	Kuopio	English-taught Bachelor degrees: International Business, Mechanical Engineering, Nursing and Internet of Things. Tuition fee: €5000 per academic year. Scholarship: 70% of the fee for first year, 50% of the fee for following years (55 credits, only for standard study period).
South-Eastern Finland University of Applied Sciences (XAMK)	Kouvola, Kotka, Mikkeli, Savonlinna	English-taught Bachelor degrees: International Business, Wellbeing Management, Game Design, Environmental Engineering and Information Technology. Tuition fee: €6000per academic year. Scholarship: 50% of the fee per year (55 credits, only for standard study period).
Vaasa University of Applied Sciences (VAMK)	Vaasa	English-taught Bachelor degrees: Information Technology and International Business. Tuition fee: €4000 per academic year. Scholarship: €5000 per year (55 credits, only for standard study period).

2.4   Karelia University of Applied Sciences (Karelia UAS)

Karelia University of Applied Sciences (in Finnish: *Karelia-ammattikorkeakoulu*), located in Joensuu, Finland, offers polytechnic degree education within 6 study fields and 21 Degree Programs. There are nearly 3700 students and 290 staff members in the university. Karelia UAS continuously expands its national and international networks, having strong and long-term relationships with partners

in both educational and business life fields. Karelia UAS maintains partnership agreements with over 100 institutes in 25 countries. (Karelia UAS 2018.)

Presently, Karelia UAS provides only one degree taught in English. This is the Degree Programme in International Business. Due to the law from 1 January 2016, citizens of Non-EU countries or the European Economic Area (EEA), who have started their education 1 August 2017 and onwards, are obliged to pay a tuition fee. "At Karelia UAS, in the Degree Program in International Business, the tuition fee is 5500 euros for a study year." (Karelia UAS 2018.)

Karelia UAS provides scholarship for success in studies. Students who are obliged to pay the tuition fee are eligible for this scholarship. A student will be rewarded with 50% discount of the tuition fee for the following academic year, if accomplishing 55 ECTS credits per study year with a minimum grade level of 2 (within the scale 1-5; satisfactory- excellent). During the fourth year, a student will obtain the final portion of the scholarship in case of graduation within seven semesters or 3.5 years (recommended study time). (Karelia UAS 2018.) The detailed description of Karelia UAS scholarship regulations is presented in Appendix 6.

3   LITRATURE REVIEW

The theoretical framework of this thesis contains an analysis of the consumer decision-making process, higher education institute (HEI) choice models, the push and pull model and the segmentation targeting and positioning (STP) model.

3.1 Consumer decision making process

This paper examines the decision making process of Russian applicants to Finnish higher education institutes (HEIs). The detailed, step-by-step study of alternatives and best choices helps to make wise decisions that influence both short-term and long-term goals.

The consumer decision making process is usually divided into five steps (need recognition & problem awareness, information search, evaluation of alternative, purchase and post-purchase evaluation). This model was formulated by Cox, Granbois and Summers in 1983. (Cox et al. 1983.) However, in 2005 Kepner and Tregoe have identified a model with six steps (Figure 1), where they have separated the stage of choosing an alternative.

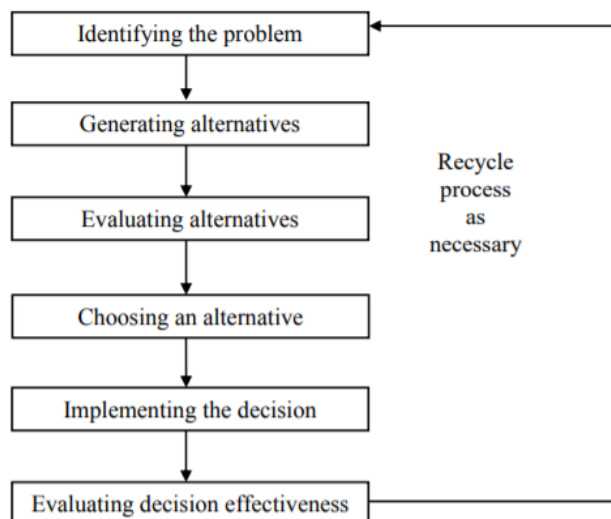Figure 1. The decision-making process (Source: Lunenburg 2010).

In the first stage, need identification, a customer recognises the needs that have to be satisfied or problems to be solved. These problems usually arise from desire to get feeling of comfort. (Marketo, 2018.) According to Kepner and Tregoe (2005), the detailed problem definition influences the quality of the whole decision making process.

The second step is an information search, when a consumer researches and collects all the available data about problem solutions. Consumers are usually looking for such characteristics like price, terms of use, main features, etc. (Marketo 2018.) There is a relation between the value of the decision, its influence, and the efforts taken upon the information search. Thus, the more significant the decision is, the wider research is conducted. (Kepner & Tregoe 2005.) In addition, researchers emphasize the importance of technology represented with a "means of web search tools and electronic accessing of journals" (Marais & Turpin 2004 155).

The third step is the evaluation of alternatives that have been generated in the second step. A customer estimates the possible choices and ranks them in terms of demand fulfillment (Cox, Granbois & Summers 1983). During the evaluations of the options customers in many cases give up their original goals for those options. For example, consumers often end up with a computer or other technical device that has more functions and characteristics than needed. This happens because emotions are taking over the logic. (Ariely 2008, 139-150.)

The fourth step is the purchase itself. After a customer has accomplished the research and has evaluated the options, he or she is usually ready to implement the decision. Nevertheless, even at this stage abandonment can occur due to possible obstacles. Hence, this process has to be easy and understandable for the prospective buyers. (Cox et al.1983.)

The final, fifth step is post-purchase behaviour. In fact, any purchase does not end after the deal is made, but rather this is the beginning of building relationships with the customers. Thus, if the purchase satisfies the consumer, he or she will memorise the experience and the solution provider when similar needs arise. Therefore, organizations put a lot of effort into keeping the existing customers, as getting new ones is a lot more expensive than keeping an old one. (Cox et al.1983.)

In addition to the five step model, Marais and Turpin emphasise the importance of individual background, personal characteristics and "the complexity of the problem, the time pressure and the environment" in the decision making process (Marais & Turpin 2004). The behaviour of consumers depends on their perception of reality. Two individuals from the same segment can interpret the organisation's offer and react in different ways. Consumers tend to perceive things they see selectively based on their experiences and interests. (Marais & Turpin 2004, 157.)

3.2   Higher education institute choice models

This work is focused on preferences and interests of Russian applicants in higher education institutes (HEI) choice process. David W. Chapman in his article *A Model of Student College Choice* represents the model of student decision making in HEIs choice (Figure 1). Chapman states that students make their final decisions based on their personal characteristics and a set of outside influencing factors. All of the external influencers can be combined into three categories: "the influence of significant persons, the fixed characteristics of the institutes and the institutes own efforts to communicate with prospective students". Both internal and external factors form the final expectations of prospects regarding the future life in university. (Chapman 1981, 493-495.)
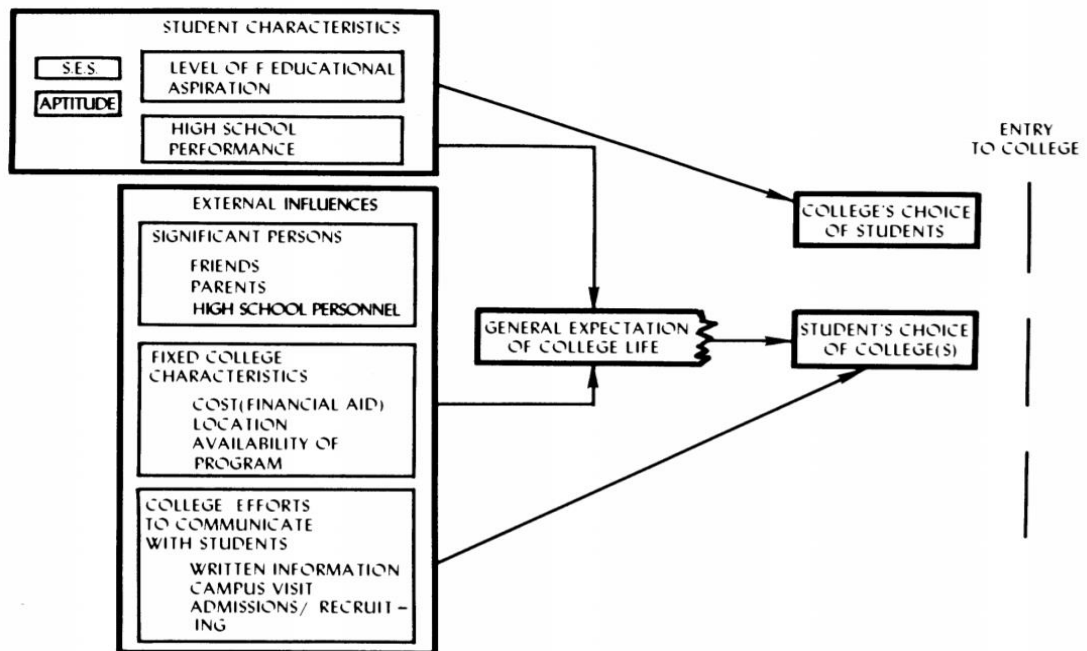
Figure 2. Influences on student College choice (The Journal of Higher Education 1981, 494)

Hossler, Schmit, and Vesper group the key external factors of students' decision making into sociological, econometric and educational ones. The sociological model depicts the communication and influence of peers, family, environment and high school on students' choices. With the econometric factors researches imply cost-benefit and return on investment analysis. This involves career opportunities, income estimation after graduation, tuition fee and other expenses, the opportunity costs and funds availability. The educational factors describe the prospective students as consumers of higher education, which has recently become a commodity. (Hossler, Schmit, & Vesper, 1999.)

Hossler and Gallagher (1987) presented a three-stage model of HEI choice model: predisposition, search, and choice. Nowadays, this model is widely used by universities in their marketing campaigns. The first phase (predisposition) shows how young people come up with the decision to continue their education after graduation. Already in secondary school students make plans of what to do after high school. There are many influencers of students' HEI inclination such as peers opinions, socioeconomic status, ethnicity and intelligence. At this stage family members' stimulation and encouragement are the strongest

forecasters of students plans and decisions regarding further education. (Hossler & Gallagher 1987.)

At the second phase (the search stage), students start looking for data about higher education institutes (Hossler & Gallagher 1987). This stage depicts the ways of browsing and ranking the potential universities. The most commonly used methods and information sources are, among others, web-sites, campus visits, meetings with university representatives, advices from alumni students or those already enrolled to HEI, private counsellors and brochures (Kinzie et al. 2004). During that stage, potential students usually rank the educational institutes. People in the search phase shift from relying on family opinions towards other sources of information such as social media sources, brochures, HEIs counsellors, etc. (Hossler et al. 1999.)

The third phase or choice stage depicts the individual preferences and the final selection decisions regarding which HEI to attend (Hossler & Gallagher 1987). One of the most significant aspects is the reduction of choice variety by identification of alternative options and evaluation criteria and, afterwards, by applying those criteria in conducting the final choice (Mathew 2016, 17). Overall, the three stage model developed by Hossler and Gallagher (1987) is the theoretical base that depicts the main processes through which anyone goes while making a HEI choice resolution.

3.3   Push-pull model

Mazzarol and Sountar (2002) claim that factors influencing students' outbound mobility decisions have similar origins regardless of the country of origin, personal motives and age. These factors help to explain the behavioural patterns in decision making process of international students. As the need for higher education is usually caused by the belief that it leads to higher social and economic status. People from developing countries tend to move to developed ones in order to increase the chances of a successful future. This trend can be

explained by a "push and pull" model. (Maringe & Carter 2007; Mazzarol & Sountar 2002; Vrontis, Thrassou & Melanthiou 2007.)

By "push" attributes, Mazzarol and Soutar mean forces that are related to students' country of origin, such as economic, social and political motives. Students' behavioural patterns depend on a country's economic wealth, its role in the global economy, the importance of education for the country's government and the political regulations and repressions. All these factors can be combined or considered individually. They influence students' motives to leave their home countries and search for higher education abroad. (Mazzarol & Soutar 2002.)

After a person has come up with the decision to get the higher education overseas, there is the need to select the country of destination. This process is usually influenced by the "pull" factors, the characteristics of the host country. The education quality, level of welfare, the country's economy and support of international students are among others the most important influencers at this stage as they make institutes in certain countries more competitive than others. (Mazzarol & Soutar 2002.)

This model can be applicable to Russian students as their main motives for getting higher education abroad are similar. They can be formulated as a desire of achieving high economic and social status in the countries with higher standard of living.

3.4   Segmentation, targeting and positioning

This thesis examines Russian applicants' decision making process in choosing which higher education institutes (HEIs) to attend, identifies common behavioural patterns and suggests possible improvements for Karelia (UAS) in order to attract more Russian applicants. This process is based on the segmentation targeting and positioning (STP) model. This model is important for companies, because understanding consumer buying behaviour helps in

predicting the demand fluctuations of the market. Segmentation is the process of identifying and characterising various buying behaviours. By targeting, researchers define ways of reaching those segments. Positioning is the implementation of the targeting strategies in comparison with the rest offers on the market. (Proctor 2000.)

Market segmentation is a process of categorising the target markets into groups with similar characteristics. One of the most significant consequences of segmentation is the understanding that not every segment is a suitable match with the organization. Some of them would be too challenging to attract, and others would not be loyal enough or they might desire things that the organization is not able to fulfil (Terech 2018, 46). Market segmentation is conducted either based on customer personal characteristics (people-oriented approach) or customer buying behaviour (a product-oriented approach). The former approach relies on geographic, demographic, socio-economic and psychographic characteristics. The latter one is based on consumers' motivation, preferences, attitudes and perceptions regarding the company, product or brand. (Sherlekar & Sharad Sherlekar 2009.)

After defining the market segments, marketers choose which segments to target. This requires a deep understanding of company resources and cost structures. The criteria of segments selection are usually formulated in correlation with the organisation's future profitability. (Proctor 2000.) Moreover, during the targeting process companies also have to consider each "segment's competitive intensity" (Terech 2018, 47). Since there are underserved segments, which can be easily acquired, and more valuable ones, which are strongly defended by competitors (Terech 2018, 47).

After target segments are selected, the final question is "how to position the organization's offering in a way that, relative to other competitors, buyers perceive it as unique and valuable" (Terech 2018, 48). Kannoth Karunakaran, an Indian politician, has described positioning "as the complex set of perceptions, impressions, and feelings that consumers have for the product compared with competing products" (Karunakaran 2007). Hence, it is significant

for companies to understand how purchasers embrace the value that a company, product, or service brings to the market. (Terech 2018, 48) Effective positioning makes a company's products stand out from the other offers on the marketplace and help to achieve a competitive advantage. (Proctor 2000.)

4   RESEARCH RESULTS

The main objective of this research is to get an in depth view into Russian applicants' interests and preferences in the process of choosing higher education institutes (HEIs). In order to gather the necessary data, qualitative research was divided into three parts. The first step was to interview first year Russian students who have entered Finnish HEIs after the introduction of the tuition fee in Finland. The second step was to interview Russian high school students who attend private language schools in Petrozavodsk and Saint-Petersburg. The final step was to interview quality coordinator at Karelia University of Applied Sciences (UAS), Mikko Penttinen. The results are presented with the help of figures, charts and numbers in order to make them more visual and evident.

4.1   Interviews with Russian students who have entered Finnish UAS after the introduction of the tuition fee

Social media research has been conducted in order to find Russian students who enrolled at a Finnish UAS after the regulation regarding the tuition fee came into force. This research included an examination of UAS web-pages in VKontakte. The potential interviewees were firstly contacted via personal

messages and afterwards if they agreed to answer the questions, the interviews were conducted through WhatsApp, Skype or Telegram. Overall, 15 students have participated in this study.

The first two questions in the interview were related to the identity of the interviewees. Figures 3 and 4 show that the majority of first year students at Finnish HEIs are at the age of 18-19 years old, and 70% of them moved to Finland from either Saint Petersburg or Petrozavodsk.
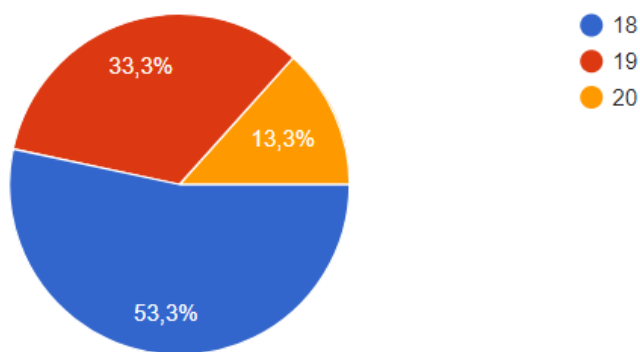

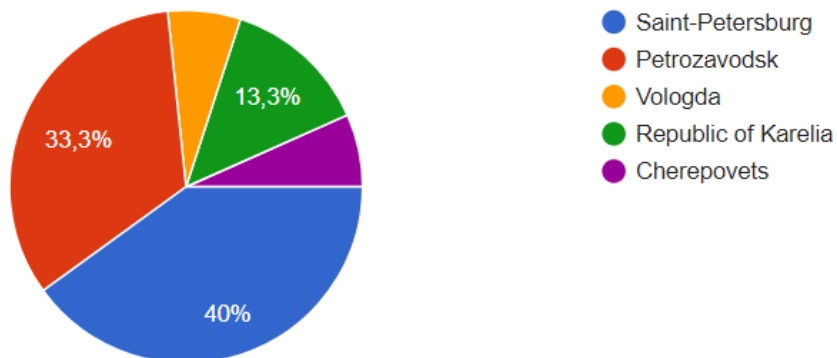
Figure 3. Age of respondents.

Figure 3. City of origin.

Figures 5 and 6 display in which HEIs and in what degree programme the respondents study. All the interviewees were students of Vaasa UAS, Jyväskylä UAS, Vaasa UAS, Saimaa UAS and South-Eastern Finland UAS. Over 70% of the respondents study International Business, and 26% of them study either Information Technology or Mechanical Engineering.
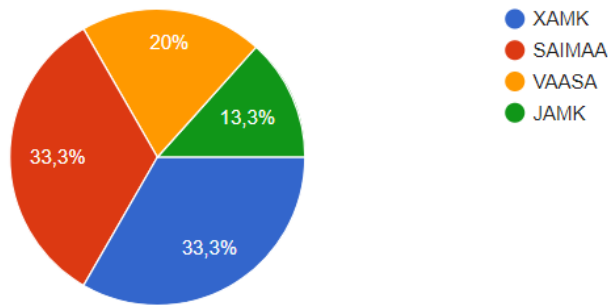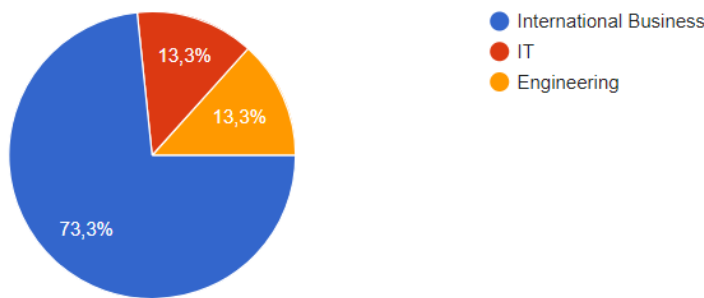
Figure 5. Place of study.

Figure 6. Education degree.

Figure 7 shows the list of Finnish UAS to which the interviewees have applied. All of the respondents have applied to the Finnish UAS through the system of joint application where they ranked the institutes according to their preferences. During the interview, students mentioned all the institutes that they have applied to. Afterwards, the answers have been grouped based on the institutes. According to the result the top three most desired Institutes are Saimaa UAS, South-Eastern Finland UAS and Vaasa UAS. In addition to this, half of the students claimed that they have applied only to Finnish HEIs, whereas the other half mentioned several HEIs in Germany, Great Britain, Australia and Russia as their back-up plans for conducting higher education.
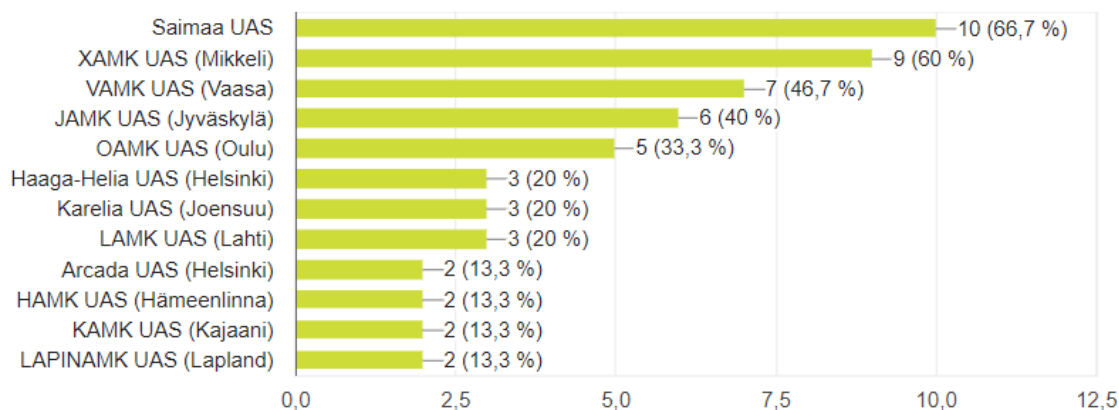
Figure 7. HEIs to which respondents have applied.

Figure 8 represents factors that had an impact on students' choices. Respondents emphasised price and scholarship system, location of HEIs, available degree programs and good recommendations of those HEIs. As shown on the diagram, only 11 out of 15 students mentioned the importance of such factor as price for the education. This can be explained with the fact that some of the respondents from Saint-Petersburg were able to afford paying the tuition fee and they were choosing the future place of study based on its location (closer to the border with Russian Federation).
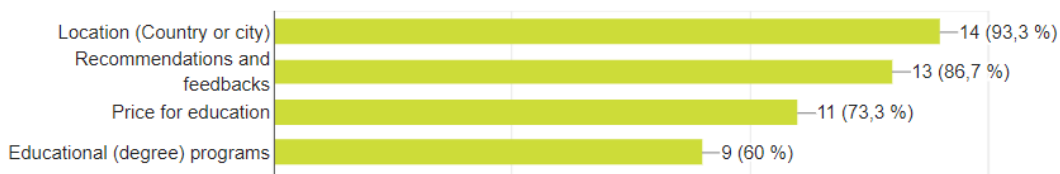
Figure 8. Influencers on HEI choice.

As shown in Figures 9 and 10 during the HEI decision-making process, family members, peers and school representatives had the most impact on students' opinions. As the main information sources the respondents emphasised language schools, the internet and friends who already study in one of the Finnish HEIs. Four students described that they relied on language centres in terms of documentation and application process (with an additional fee). In addition, five interviewees mentioned that they have attended educational fairs where they had a chance to talk with HEIs representatives.
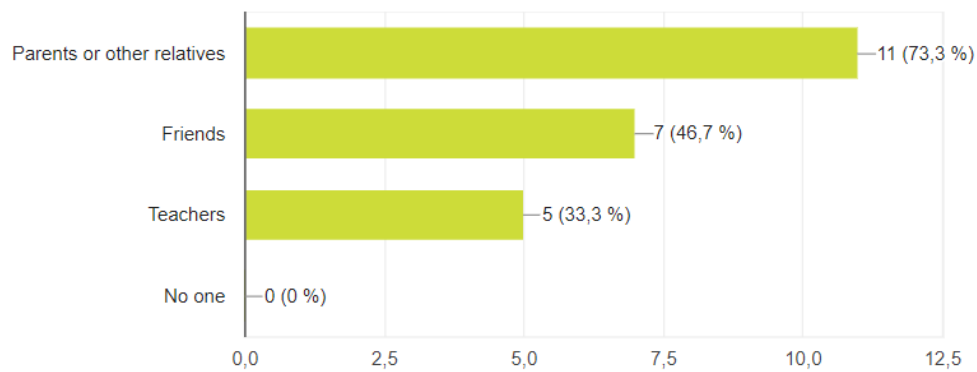
Figure 9. People who impacted the decision making process.
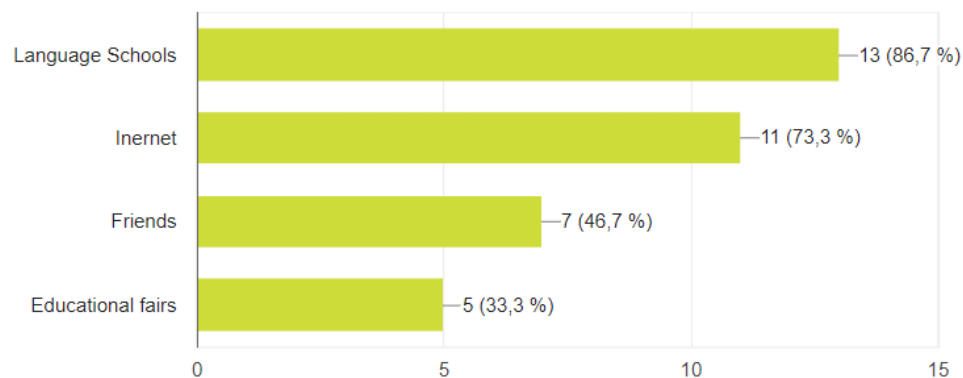
Figure 10. Sources of information.

Respondents answered the question regarding preferable study methods. They ranked the educational techniques that they have experienced during the study period at Finnish UASs. The results of their answers can be seen in Figure 11. In addition, students were asked about the challenges and problems that they have faced. The mentioned problems are the big portion of self-education, difficulties with self-motivation, the poor language skills of teachers and the lack of contact hours. Respondents emphasised that the reduction of those problems in combination with the implementation of effective study methods would lead to increase of students' motivation and performance during the education period.
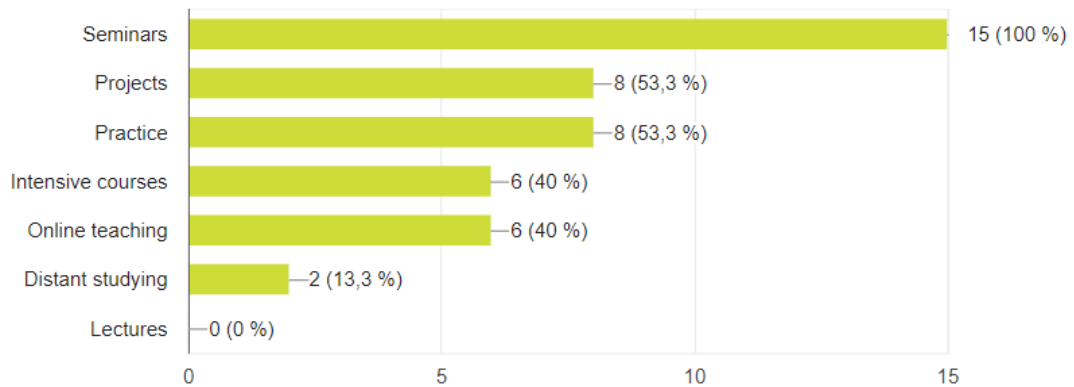
Figure 11. The most effective educational methods.

The following questions of the interview were covering the topics of expenses, financial capabilities of students and their priorities. All of the respondents live in shared-flats with an average rent cost of 250 euros per month. None of those students have a part-time job, but as shown in Figure 12 the majority would like to have one.
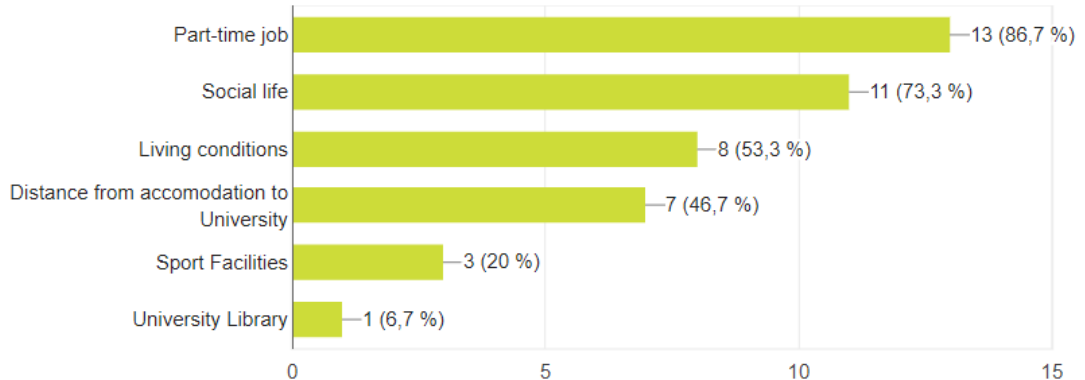
Figure 12. Important factors within the study period.

The last question in the interview was about students' future plans after graduation. As Figure 13 shows, none of them want to go back to the Russian Federation. However, it is important to recognise that the respondents are first year students, who have not yet completed practical training or faced any difficulties related to job search process.

Figure 13. Students' future plans.

4.2 Interviews with high school Russian students attending private language schools

Russian teenagers who wish to study abroad usually attend language schools in order to improve their skills and get assistance in the application process. That is why the second step of the research was interviewing Russian secondary students who attend private language schools. Fir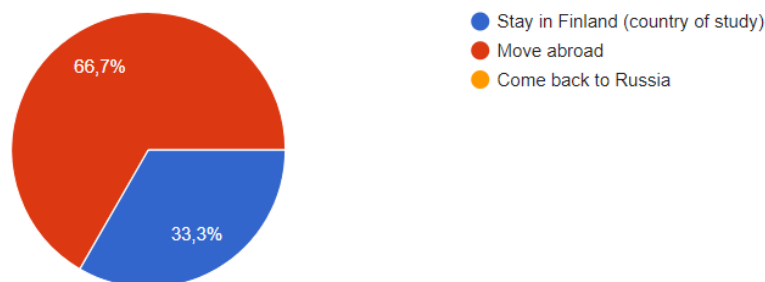stly, a Google search of private language schools in Saint Petersburg and Petrozavodsk was conducted. As shown in the former chapter, the majority of applicants come to Finland from these two cities. Secondly, those schools were contacted via email, social media channels and phone. After the negotiation process eight language schools (Nordic School, Marjala School, Iclass, School №74, Finno-Ugric school, Initiative centre, Unif School and English Language School) agreed to participate in this study. Some of them arranged the meeting sessions with their students, whereas others just gave permission to interview students only during the breaks between classes. The contact information of the private language schools that participated in the research can be found in Appendix 10.

The research in Petrozavodsk and the Saint Petersburg private language school was conducted in two ways: through written questionnaires (with 40 people) and structured interviews (with 30 people). The questionnaires were designed in order to acquire more respondents. Due to the fact that both interview and questionnaire questions were identical, the results of the two

surveys are combined and presented in this chapter with the help of figures. As seen in Figure 14 the age of respondents ranged from 15 to 19 years.
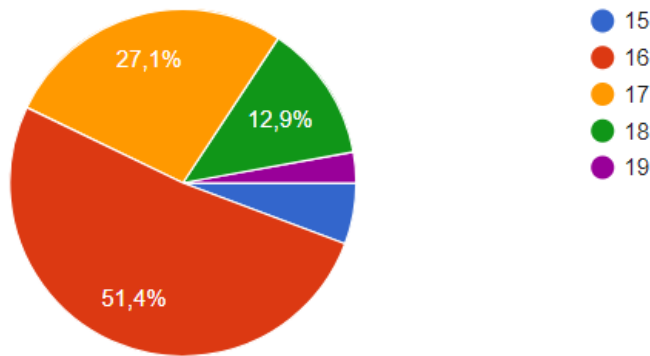
Figure 14. Respondents' age.

The Figure 15 displays the fields that respondents found interesting in higher education. The most popular fields of study are: art, information technology, economics, business, health care and diplomacy.
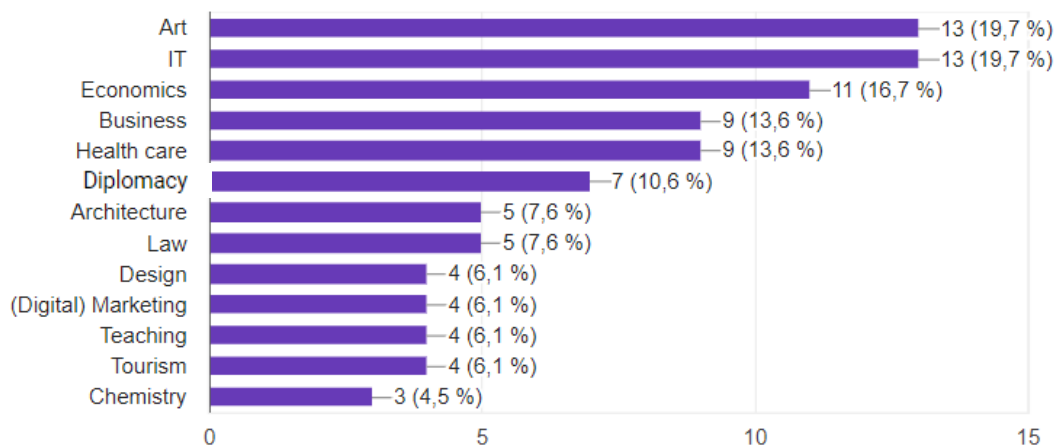
Figure 15. Fields of study.

All of the respondents have either already applied or plan to apply to HEIs in Moscow, Saint-Petersburg or Petrozavodsk. However, part of them also claimed that they consider the possibilities of getting higher education abroad. As shown in the Figure 16, the top five popular destinations are Germany, Great Britain, Finland, the United States and Czech Republic.
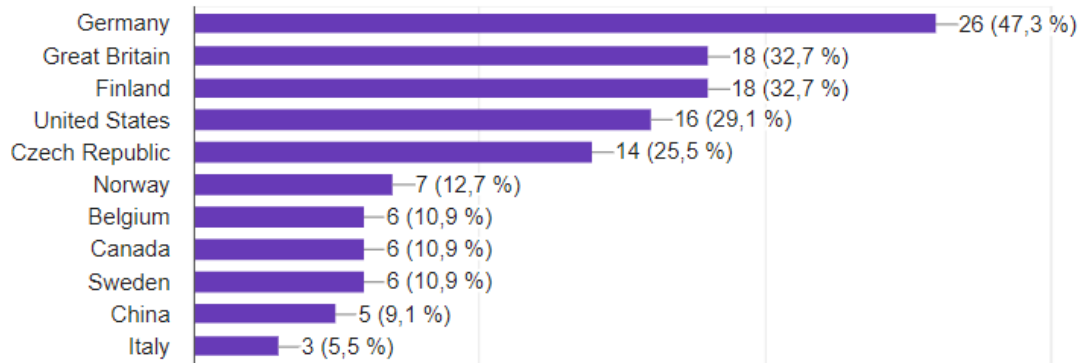
Figure 16. Respondents' country preferences for attending HEIs.

Students were asked about the motives that influence their decision. The top five factors mentioned by students are: available study programmes, tuition fees, location of HEI, employment after graduation and recommendations (Figure 17). Respondents also stated that their family members and peers had impact on their decisions.
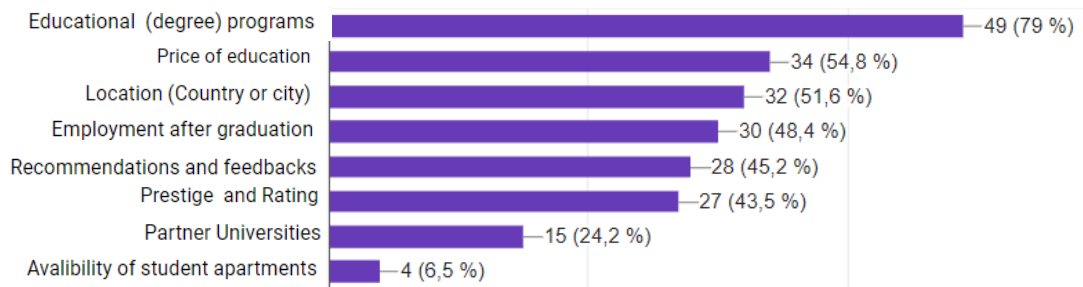
Figure 17. Influencer of HEI choices.

The following question during the interview was about the study methods that are from students' perspective the most effective. The results can be seen in Figure 18.
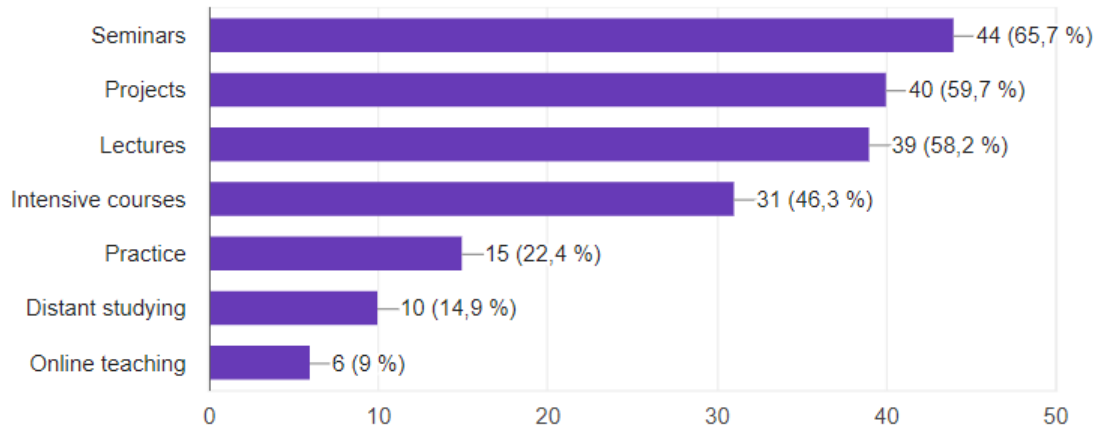
Figure 18. The preferable educational methods.

The following questions were related to the activities and the living conditions that are significant for students during the education process and the financial capabilities of students. Figure 19 shows that accommodation, part-time job, social life etc. are the most urgent topics for respondents.
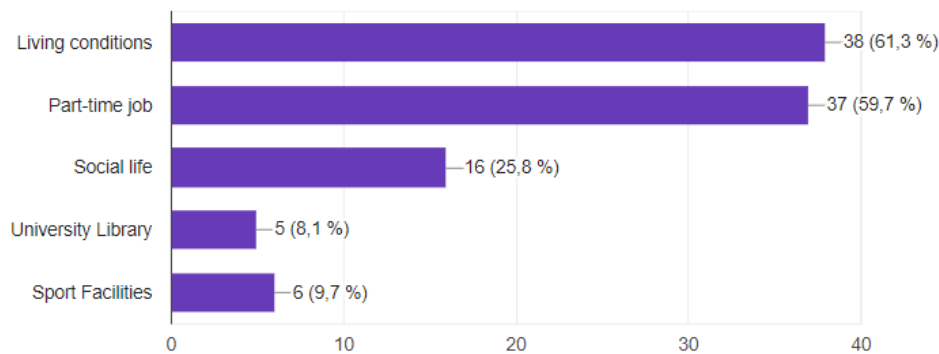
Figure 19. Important factors within the study period.

At the end of the interview students were asked about their financial capabilities. 59% of respondents have stated that they would be able to afford living in Europe. However to the open ended question regarding the capabilities of paying the tuition fee, not all interviewees could name the exact numbers. That is why their answers were grouped and presented in form of price ranges. As shown on the chart, 30% of students replied that they do not know how much their parents are able to pay for the education; 22% claimed that their financial budget for an academic year would be between 1000 and 3000 euros, and only 11% responded that their budget would be over 4000 euros (Figure 20).
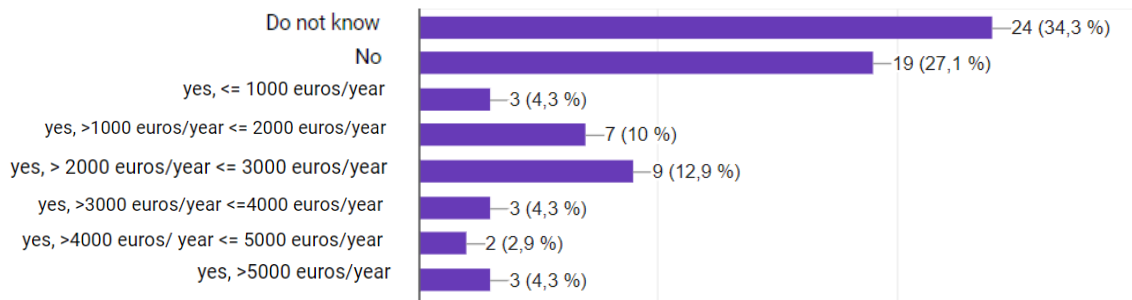
Figure 20. Financial capabilities to pay for higher education.

4.3   Interview with quality coordinator at Karelia UAS

On 8 May 2018 a semi-structured interview with Mikko Penttinen, Karelia UAS quality coordinator, was conducted. The purpose of the interview was to collect data regarding the impact of students' performance on the financial situation of Karelia UAS. According to the budgeting model of Karelia UAS (Figure 21), the major component that has impact the annual funding of Karelia UAS is education. It represents 79% of the total funding. Karelia UAS benefits when students graduate within the standard time frame of 3.5 to 4 years, depending on the degree program, earn 55 ECTS credits each year during the study period, get employed straight after graduation, give feedback after graduation and conduct exchange studies outside of Finland. The value of each component can be found in Figure 21. The monetary equivalents of these figures are presented in Appendix 8.
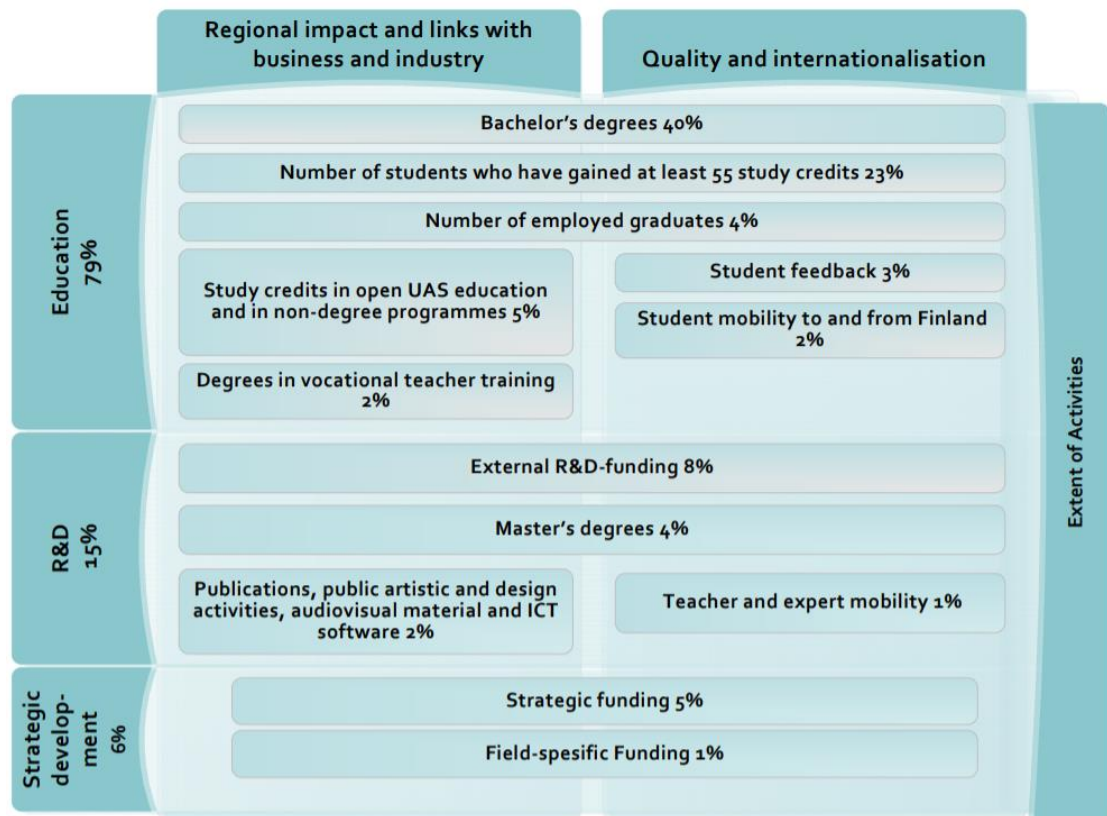
Figure 21. Budgeting model of Karelia UAS (Source: Ministry of education and culture 2018).

During the period of three years (2017-2019) the total annual funding is estimated to decrease by 0.6 million euros and will be approximately 21.6 million euros. According to Vipunen (Education Statistics Finland) the total number of students who gained 55 study credits at Karelia UAS has increased by 7% during the period 2013-2017 (Appendix 9). The number of graduating students has increased by 4% (Appendix 10) during the same period of time. In addition to this, according to Mikko Penttinen, in 2018 the maximum amount of money that one degree student can bring to Karelia UAS during the entire education period is 24 729 euros (when a student entered UAS, graduated within the standard time-frame, earned at least 55 credits per year, got employed after graduation, gave feedback after graduation and participated in outbound mobility). The minimum is 14 154 euros (when a student just graduated and gave feedback). This number is 46% less.

5   DISCUSSION

This chapter discusses Russian applicants' behavioural patterns and their motives and interests in choosing higher education institute (HEI) on the basis of information gathered during the qualitative research. The discussion is divided into four parts. The first part identifies customer segments according to HEI choice process. The second part recommends possible improvements for Karelia University of Applied Sciences in order to increase the number of Russian applicants. The two following parts deliberate the limitations of this thesis and suggest topics for further research.

5.1   Segmentation of Russian applicants

Four segments have been formulated regarding the financial capabilities and personal motives of the students (Figure 22). The first group has the ability to pay the tuition fee introduced at Karelia UAS (5500 euros) and whose family members (usually parents) take initiative to decide upon their child's future. This segment prioritises HEIs that ensure good employability after graduation. As premises for employability, people perceive well-regulated countries with growing economies, suitable for quick adaptation, such as Germany, Czech Republic, Finland, France and Canada. The main sources of information for this group are student counsellors, language schools and the internet. As for the HEI itself, it should provide a variety of English taught degree programs with experienced specialists as teachers.
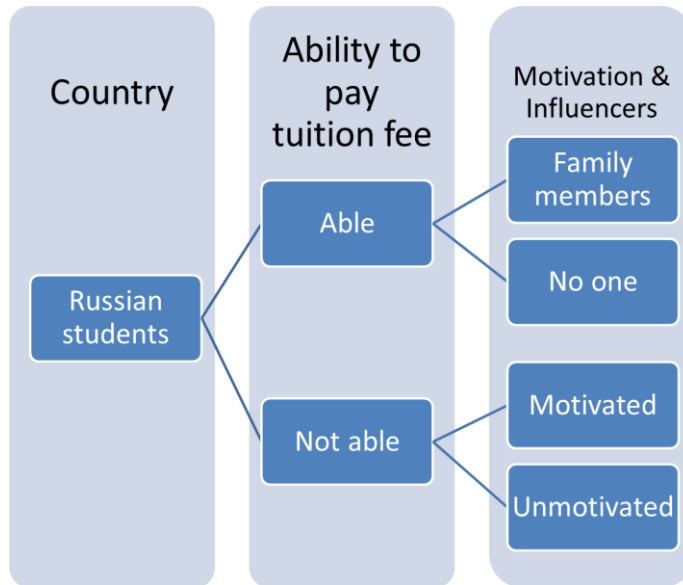
Figure 22. Segmentation of Russian students.

The second group also has the ability to pay the tuition fee introduced at Karelia UAS (5500 euros) but, unlike the former segment, these students are less influenced by parents or other relatives in making the ultimate HEI choice. This segment relies mostly on social media sources and peers opinions. Thus, such students prioritise prestige and the recommendations of HEIs as those are, from their perspective, the key elements for future employability and success. This group prefers moving to such countries as the United States, Great Britain and Switzerland. The reasons for such choices are international HEIs ranking lists and famous alumni students.

The third group does not have the ability to pay the tuition fee introduced at Karelia UAS (5500 euros). However, the group is skilled and motivated to enter HEIs that can help in achieving students' short-term and long-term goals. Hence, students from this group are looking for a reputable HEI with scholarship systems in order to be able to afford studying there. Countries such as Germany, the Czech Republic and Finland are the most popular for the outbound mobility of this group. After the tuition fee in Finland came into force, there has been a great decline in the number of Russian students applying to Finnish HEIs. This segment prioritises educational programs and HEI partners in combination with affordable tuition and a scholarship system.

The last group in this segment also does not have the ability to pay the tuition fee introduced at Karelia UAS (5500 euros) and, in contrast to the former one, is not motivated to move away from the city of origin. At the age they are now and with the level of experience they have, maintaining their comfort zones is a top priority for these students. For them, they believe it can help in achieving their goals with minimum effort. Thus, the key factors during the decision making process upon the HEI ultimate choice are location, educational programs and the tuition fee.

5.2   Recommendations for Karelia UAS

Not every market segment suits a business model. Some can be too challenging to attract, whereas others are not loyal enough or they might have demands that cannot be supplied by the organisation. Hence, it is suggested that Karelia UAS should choose carefully which Russian students segment to target and develop detailed plans on how to attract students and motivate them to succeed with the studies. Karelia UAS is interested in enrolling students that are motivated to succeed in studies, are able to afford living and studying in Finland and want to settle in Finland. Hence, among the student groups defined in the former chapter, Karelia UAS should concentrate its efforts on the two following segments.

The first group can afford to pay the tuition fee and is mainly influenced by family members (usually parents) during the decision making process. The second stage in decision making process (information search) of this segment is usually conducted by parents or other elder family members. That is why Karelia UAS needs to focus on targeting entire families rather than only prospective students. This implies building and maintaining strong relationships with the intermediaries such as language schools and study agents,

participating in educational exhibitions and improving and updating the Russian language web pages. However, increasing marketing efforts is not the only requirement. Based on the research, students, who move abroad, do not want to come back to Russia. That is why such students and their parents have to be assured that learning Finnish language and getting a local higher education will increase students' chances of employment in Finland and professional growth in general. This can be proven by examples of successful alumni students.

During the research stage three interviews have been conducted with parents whose elder children already study in Finland. These parents play a significant role in their children's lives. According to them, teenagers usually choose to study business only because they do not know what profession they want to obtain in future. At the same time, students who want to focus on a narrow specialisation are limited in HEI choice. Any student enrolled at a HEI should be able to get high quality education and develop his or her knowledge in various fields. In addition, according to the bench-marking conducted for this work all main competitors of Karelia UAS offer two or more English-taught degree programs to their students. Regarding these facts, the introduction of another English degree program is suggested. The new program can become a competitive advantage of Karelia UAS and would be beneficial for International Business students as well. They would be able to broaden their knowledge in the other field, get more credits and expand their network. Based on the research completed for this thesis, the most popular fields of study among Russian students besides business are design, information technology, health care and engineering. However, further research regarding this issue is suggested. At the same time the existing English-taught degree program of International Business needs to be revised and broadened, as currently it is mainly focused on international marketing. In addition to this, measures of getting prospective students familiar with the UAS should be taken. One potential way of familiarizing students could be organising summer camps or day trips that present the opportunities available at Karelia UAS. Language schools regularly arrange language workshops abroad and university tours for their students. Participation in such projects could help children to get acquainted with the institute and its staff members.

The second group which is a suitable match with Karelia UAS is one that cannot afford to pay the tuition fee but is nevertheless willing to enter HEIs that can help in building successful careers. This segment is the biggest in size, and during the past years (before the introduction of tuition fee) such students represented the major part of Russian applicants in Finnish UAS. Thus it is essential for Karelia UAS to emphasise its efforts in attracting this group of students. However, regarding the tuition fees, Karelia UAS is far from a competitive position in the Finnish education market. The most popular UASs among Russian students are Vaasa UAS (tuition fee: 4000 euros per year, scholarship: 5000 euros per year) and Saimaa UAS (tuition fee: 4300 euros per year, scholarship: 4300 euros per year), whereas at Karelia UAS the tuition fee is 5500 euros per year and the scholarship is 2750 euros per year. Regarding this fact, Karelia UAS has already started the revision of tuition fee and scholarship systems. It is planned to introduce a new scholarship system in 2019. According to the plan, students will be to apply for a scholarship within 2 weeks after receiving a study place and get a reduction of the first year's tuition fee payment (2750 euros). The total grant after the graduation would be 12 375 euros. However, it is important to note that this new system has not been yet confirmed by the board members. That is why further development in this issue is suggested. This include such practices used by many HEIs worldwide as providing a few free study places for the best students who achieve a certain score during the entrance exams and ensuring progressive scholarships for those who succeed with the studies. The progressive scholarship plan can be found in Appendix 11. This scheme is based on the scholarship system that is already developed by Karelia UAS (Appendix 6). The new system would motivate students to succeed with their studies and thus be more beneficial for the Karelia UAS.

Once the students are enrolled in HEIs, they have to be satisfied with the studying experience and student life outside the university. This represents the post-purchasing stage in the consumer decision-making process. According to the survey, students' major difficulties during the first year of education in Finnish UASs were the big portion of self-education and the poor language skills of teachers. Respondents mentioned that these factors negatively affect

the study process and lead to decrease of motivation. At the same time, they think that the most comfortable and effective study methods are seminars, projects, practices and intensive programs. The effective study methods would lead to an increase of student interest and involvement in the educational process. Therefore, it is recommended that Karelia UAS emphasises the importance of participating in Opala feedback system and Course feedback for both students and teachers. Afterwards staff members should take the necessary improvement actions in order to make students' experiences at university pleasant and thus motivate them to succeed in their studies. In addition, the majority of students emphasised the importance of getting a student job. Even though this does not fall under the requirements of an HEI, it is suggested that Karelia UAS support and encourage students in this issue. It will help them at an early stage to get acquainted with Finnish working culture and through their own experience understand what should be done for achieving a successful career in Finland.

5.3   Limitations

In order to increase the in-depth knowledge about students' motives and reasons of HEI choices, the qualitative research method was chosen. However, this contains several limitations that should be considered within the application of the recommendations and results. First of all, interviewing is a time-consuming process, and employees are usually busy with a variety of duties that causes obstacles to arrange meetings with them. During the negotiation process of this research, only one-third of the contacted language schools replied, and, after written and oral communication, only eight schools allowed conducting interviews with their students. Secondly, within the implementation of the qualitative research, an unanticipated problem or an issue can be uncovered, as the personal interaction sometimes deviates from the main research objective. During the process of data collection the communication skills of teenagers, their life experience and perception influenced the conversations. Thirdly, the results interpretations of this research are limited, as

the knowledge base and personal experience always impact conclusions and observations.

5.4 Further research suggestions

Further research is recommended regarding the limitations and the findings of this work. Firstly, a study regarding the ways of acquiring new international students should be conducted. The in-depth knowledge of push and pull factors that influence the decision-making of prospective students will help to evaluate and improve the efforts taken to acquire new students. Secondly, surveys among students concerning their opinions on the quality of education gained at Karelia UAS have to be regularly carried out. The continuous improvement of the study process will help to increase students' motivation and willingness to learn. Thus, they will be more successful in accomplishing milestones that impact the budgeting of a university. Thirdly, a detailed plan of operational improvements that would lead to increasing the intake of students should be developed and implemented. This involves the formulation of a current business process (as-is model), a desired business process (to-be model), and the actions that should be taken in order to transfer the as-is into to-be. In business process management the "as is" term is used for mapping the current situation and business operations that exist at the moment (Madison, 2018). Whereas, "to be" term is meant for describing the better and improved business operations (Veyrat, 2016). Afterwards, a set of the key performance indicators (KPIs) and the specific time frame need to be defined in order evaluate the results after plan implementation. KPI is a measurable figure that is used to evaluate a company's progress towards achieving its goals and objectives (BusinessDictionary 2018). This process will help to optimise entire business operations in order to make them more efficient in attracting new applicants.

6   CONCLUSION

This thesis is designed to be guidance for Karelia UAS. The main objective was to define the segments of Russian students based on their HEI choice patterns, choose the suitable ones and suggest possible improvements that would help to attract those segments and improve the profile of Karelia UAS. As more motivated students enter the university, the perception of Karelia UAS will increase in comparison to comparable programs. The need for this research arose from a decrease in Russian students' inbound mobility to Finland. This was most likely caused by regulations that came into force on 1 August 2017 regarding the tuition fee that every non-EU student applying to Finnish HEIs for English-taught Bachelor's or Master's degree programs is obliged to pay.

Based on the research, Russian students can be divided into four segments regarding the main factors that influence their decision making process. These factors are financial capabilities, the motivation to get higher education and control by family members. Since Karelia UAS is interested in enrolling students that are motivated to succeed in studies, are able to afford living and studying in Finland and would like to settle in Finland, concentrating the targeting efforts on the two following segments is recommended. Firstly, effort should be placed towards students who are able to pay the tuition fee introduced at Karelia UAS and whose family members (usually parents) take initiatives to decide upon their children's future. The second segment represents students who cannot afford paying the tuition fee but are highly motivated to enter HEIs that can help in building a successful career.

In order to attract these student groups, Karelia UAS should consider several marketing, sales and operational improvements, also called pull factors. The suggested changes are:

- expanding cooperation with educational institutes and governmental organisations

- improving the quality of the provided education (launching new study programs, a review and diversification of the existing ones and teachers' and experts' mobility)

- getting prospective students familiar with the UAS (for example, arranging summer camps or day trips that present the opportunities available at Karelia UAS)

- revising and reducing the tuition fee and developing the scholarship system.

In general, Karelia UAS should provide students with the social and academic necessities and show the opportunities for the professional growth of individuals.

According to Vipunen statistics, after the introduction of tuition fee, Finnish UASs have faced a decline in the number of international applicants. In order to get the needed number of students, higher education institutes have had to lower the entrance requirements, which in turn causes the intake of students with poor language skills and low quality educational backgrounds and capabilities. Such students view education as a commodity and do not put big effort into it. Thus, in order to improve the situation, quick and effective actions should be taken immediately. Since the implementation of the tuition fee is quite recent, the system has not yet settled, and changes could still be made.

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Interview questions for Russian students at Finnish UAS

1. What is your age?
2. Where are you from?
3. Where do you study?
4. What degree do you study?
5. To which Higher Education Institutes have you applied?
6. Why have you chosen them?
7. Have you applied to any other countries/ universities in Russia?
8. Who has influenced your decision?
9. Where did you get the information about universities?
10. Name 5 factors that are most important for you in process of choosing University for getting further education.
11. Which of the following educational methods are the most effective for you?
12. Have you faced any problems with educational techniques? If yes, which?
13. Where do you live? How much do you pay?
14. Do you have a part-time job?
15. Which additional services are important for you during the study period?
16. How much are you paying for the education?
17. Where would you like to live after graduation? (in Finland/ in Europe/ in Russia)

Questionnaire for undergraduate high school Russian students who attend language schools in Petrozavodsk and Saint-Petersburg

1. What is your age?
_____

2. Which degree do you want to study?
_____

3. Have you considered education abroad? If yes, in which countries?
_____

4. To which Universities would you like to apply? Why?
_____

5. Who has influenced your decision?

   o Parents or other relatives
   o Friends
   o Teachers
   o Other_____
   o No one

6. Name 5 factors that are most important for you in process of choosing higher education institute.
_____

7. Which of the following educational methods are the most effective for you?

   o Lectures
   o Seminars
   o Online teaching
   o Distant studying
   o Intensive courses
   o Projects
   o Practice
   o Other_____

8. Which additional services are important for you during the study period?
_____

9. Are you ready to pay for higher education? If yes, what is your budget?
_____

10. Living expenses of a foreign student abroad (in Europe) is on average 4000-5000 euros per year? Is this price affordable for you?
_____

11. Your contact information (optional)
_____

The list of topics discussed with Mikko Penttinen

1. Annual funding of Karelia UAS.
2. Budgeting Model of Karelia UAS.
3. Components of Budgeting model.
4. Profitability influencers of Karelia UAS.
5. Number of students who have gained at least 55 study credits per degree.
6. Number of graduated students per degree.
7. Profitability of a single student.

The number of Russian applicants to Bachelor degrees at Finnish UAS (2015-2018)
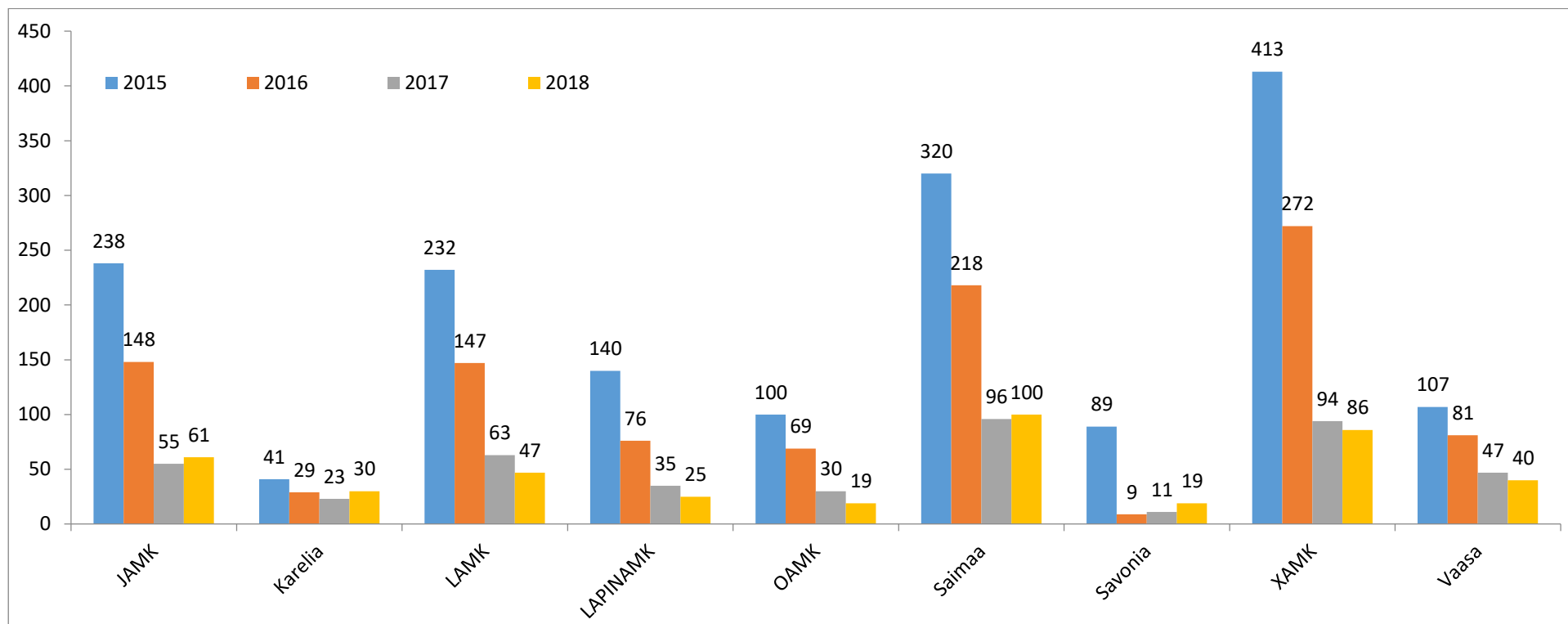
The number of enrolments of Russian applicants to Bachelor degrees at Finnish UAS (2015-2018)
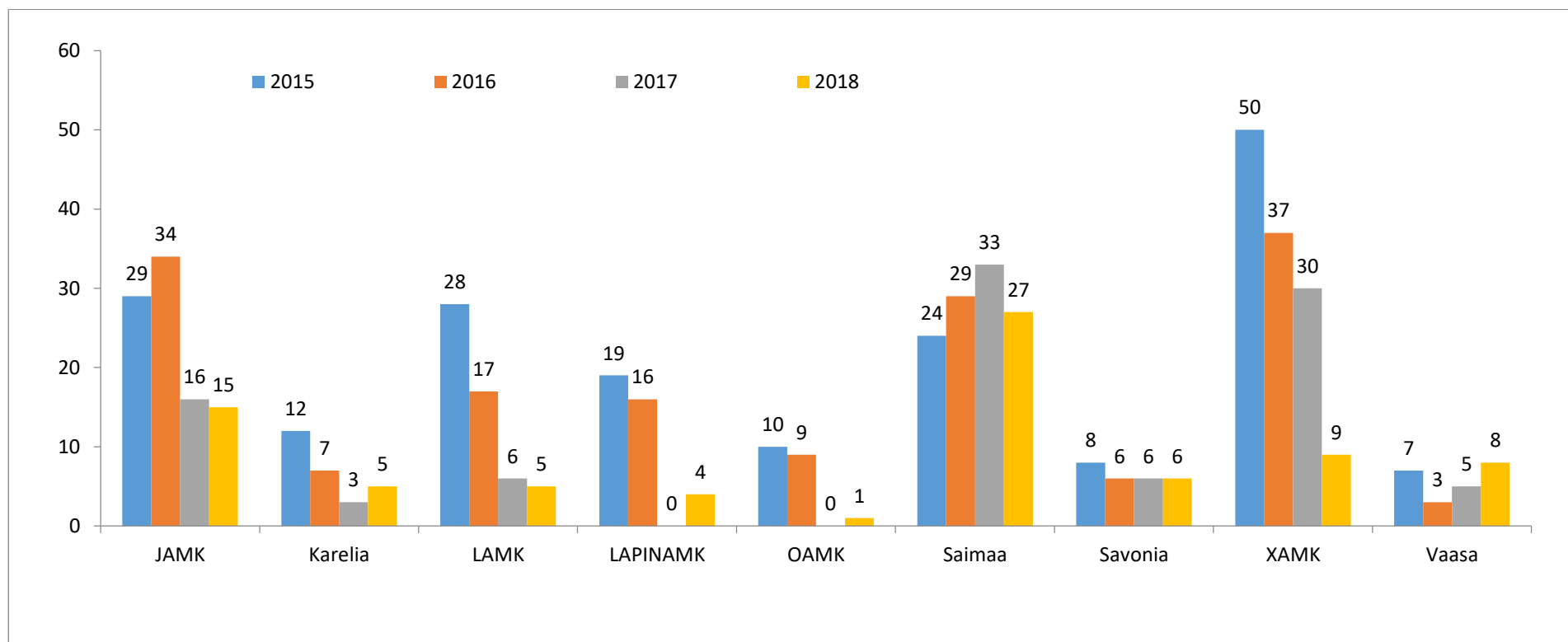
The scholarship scheme at Karelia UAS (Source: Karelia UAS, 2018)

	Full tuition fee	**Grant**	**In order to receive the grant, student**
1st year	5500		has completed 55 credits with the minimum grade of 2 during the first study year, grant compensated of the tuition fee for the next academic year
2nd year	5500	2750	has completed 55 credits with the minimum grade of 2 during the second study year, grant compensated of the tuition fee for the next academic year
3rd year	5500	2750	has completed 55 credits with the minimum grade of 2 during the third study year, grant compensated of the tuition fee for the next academic year
3,5th year	2750	2750	
Graduation		1375	finishes his/her studies in the recommended study time (3.5 years), refund upon graduation
TOTAL	**19 250**	**9 625**	

Karelian Rahoitus 2018 ja Ennuste Vuosille 2019-2020

	Rahoitus 2017	Rahoitus 2018	Rahoitus 2019 ennuste
AMK-tutkinnot	8 972 000 €	8 823 000 €	8 460 513 €
55 op 1our.	5 281 000 €	5 116 000 €	5 049 862 €
Avoin, maahanm. Valm. Koul., erill. Op:t, yhteistyö	1 450 000 €	1 447 000 €	1 679 717 €
Työlliset	854 000 €	840 000 €	811 595 €
Amm.opettajankoulutus			
AVOP-opiskelijapalaute	567 000 €	594 000 €	630 756 €
Kv-opiskelijavaihto – uusi määrit.	281 000 €	370 000 €	353 701 €
Alakohtainen	130 000 €	117 000 €	99 796 €
Ulkopuolinen tki-rahoitus yht.	2 387 000 €	2 108 000 €	2 152 887 €
Ylemmät amk-tutkinnot	563 000 €	608 000 €	712 073 €
Julkaisut yht.	580 000 €	550 000 €	592 449 €
Henkilöstön kv-liikkuvuus	191 000 €	190 000 €	199 733 €
Strategiaraha	1 100 000 €	1 000 000 €	900 000 €
kompensaatio	-74 000 €	-19 000 €	
Yhteensä	**22 282 000 €**	**21 744 000 €**	**21 643 081 €**

Number of students who have gained at least 55 study credits per degree (Vipunen, 2018)

	2013	2014	2015	2016	2017
Agrologi (AMK)	70	51	32	15	2
Artenomi (AMK)	2		2		1
Bioanalyytikko (AMK): laboratoriohoitaja (AMK)	11	1			
Fysioterapeutti (AMK)	91	108	114	119	125
Insinööri (AMK), konetekniikka	109	126	116	101	101
Insinööri (AMK), rakennustekniikka ja yhdyskuntatekniikka	142	169	188	193	215
Insinööri (AMK), sähkötekniikka	90	74	55	35	16
Insinööri (AMK), tietotekniikka	70	69	61	67	37
Insinööri (AMK), ympäristötekniikka	45	54	66	61	78
Medianomi (AMK)	133	119	123	132	145
Metsätalousinsinööri (AMK)	118	109	116	114	124
Muotoilija (AMK)	138	117	71	39	3
Musiikkipedagogi (AMK)	37	58	57	56	44
Muusikko (AMK)	4	7	8	6	2
Restonomi (AMK), matkailu	103	90	101	95	103
Sairaanhoitaja (AMK)	306	333	424	453	479
Sosionomi (AMK), sosiaaliala	162	174	174	205	235
Terveydenhoitaja (AMK)	70	68	70	71	82
Tradenomi, talous, hallinto ja markkinointi	295	338	353	358	352
Tradenomi, tietojenkäsittely	68	52	49	68	81
Total	2,062	2,115	2,179	2,186	2,222

Number of graduated students per degree (Vipunen, 2018)

	2012	2013	2014	2015	2016	2017
Humanistiset alat, lääketieteet ja terveys- ja hyvinvointialat	216	231	214	215	251	289
Bioanalyytikko (AMK)	20	11	3	1		
Fysioterapeutti (AMK)	25	28	39	28	33	37
Sairaanhoitaja (AMK)	95	113	108	117	130	183
Sosionomi (AMK)	55	53	44	46	66	47
Terveydenhoitaja (AMK)	21	26	20	23	22	22
Liiketalous, hallinto ja oikeustieteet ja palvelualat	122	137	124	156	130	131
Restonomi (AMK)	41	36	32	36	26	32
Tradenomi (AMK), IB	8	8	14	23	23	22
Tradenomi (AMK), liiketalous	73	93	78	97	81	77
Taiteet ja kulttuurialat, kasvatusalat, yhteiskuntatieteet	72	80	79	105	85	48
Kuvataiteilija (AMK)	2					
Medianomi (AMK)	34	37	24	34	26	33
Muotoilija (AMK)	22	24	26	41	26	1
Muotoilija (AMK), design	7	5	11	15	20	3
Musiikkipedagogi (AMK)	7	14	18	15	13	11
Tietojenkäsittely ja tietoliikenne, tekniikan alat ja maatalous- ja metsätieteelliset alat	176	216	218	196	173	147
Agrologi (AMK)	8	28	16	19	18	6
Insinööri (AMK), energia- ja ympäristötekniikka	9	14	12	23	9	16
Insinööri (AMK), konetekniikka	22	23	35	29	17	27
Insinööri (AMK), muovitekniikka	9	5	1			
Insinööri (AMK), puutekniikka	1	1				
Insinööri (AMK), rakennustekniikka	35	33	46	41	46	27
Insinööri (AMK), sähkötekniikka	18	31	21	19	17	10

Number of graduated students per degree (Vipunen, 2018)

Insinööri (AMK), tieto- ja viestintätekniikka	21	23	23	19	14	7
Metsätalousinsinööri (AMK)	39	35	41	30	30	37
Tradenomi (AMK), tietojenkäsittely	14	23	23	16	22	17
Yhteensä	586	664	635	672	639	615

The contact information of the private language schools that participated in the research

Private language schools in Saint Petersburg:

1. Nordic School

   Web-site: https://nordicschool.ru/

   Phone: +7 (812)389-56-81

   Vk: https://vk.com/nordicschool

2. Marjala School

   Web-site: https://www.marjalaspace.com/

   Phone: +7 (952) 370-17-77

   Vk: https://vk.com/marjalaspace

   Whatsapp: +7 (921) 336-45-49

3. Iclass

   Web-site: http://www.iclass.ru/

   Phone: (812) 244-99-64

   Vk: https://vk.com/club8764437

4. School №74

   Web-site: http://www.gymnasium74.ru/

   Phone: +7 812 417-63-92

Private language schools in Petrozavodsk:

1. Finno-Ugric school

   Web-site: http://fusch.ru/

   Phone: +7 (8142) 78-46-82

2. Initiative centre

   Web-site: https://centrinit.ru/

   Phone: (8142) 67-18-83

   Vk: https://vk.com/centrinit_1

3. Unif School

   Web-site: http://unif.pro/prep

   Phone: +7 921 528 80 0

The contact information of the private language schools that participated in the research

4. English Language School

   Web-site: http://www.kareliastudy.ru/

   Phone: +7 921-626-80-32

   Vk: https://vk.com/english_language_school

Progressive scholarship scheme

	Full tuition fee	Grant	Requirements
Entrance exams		**500**	30% best students
1st year	5500	2750	55 credits (minimum grade is 2)
		1000	GPA >= 3.8
2nd year	5500	2750	55 credits (minimum grade is 2)
		1000	GPA >= 3.8
3rd year	5500	2750	55 credits (minimum grade is 2)
		1000	GPA >= 3.8
		1 credit=30 (900)	Exchange (approximately 30 credits)
3,5th year	2750	1375	Graduation within standard time
TOTAL	19 250	14 025	

<u>**Profit calculation for Karelia UAS per one student:**</u>

24 729€ (maximum amount of money that a student can bring to Karelia UAS) + 19 250 € (total tuition fee) – 14 025 € (maximum scholarship) = 29 954€ (profit)

<u>**Payment per year for the best students:**</u>

(Tuition fee – scholarship) / 3.5 = 1 500 €